

Wilson Area School District Planned Course Guide

Title of planned course: AP Psychology

Subject Area: Social Studies

Grade Level: 11, 12

Course Description: The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Time/Credit for this Course: One Full Academic year

Curriculum Writing Committee: Brendan Powers

Curriculum Map

August: Unit 1: History, Approaches, and Research Methods

September: Unit 1: History, Approaches, and Research Methods
Unit 2: Biological Basis of Behavior

October: Unit 3: Developmental Psychology
Unit 4: States of Consciousness

November: Unit 4: States of Consciousness
Unit 5: Sensation and Perception

December: Unit 6: Learning
Unit 7: Memory

January: Unit 7: Memory
Unit 8: Thinking and Language

February: Unit 9: Motivation and Emotion
Unit 10: Testing and Individual Differences

March: Unit 11: Personality
Unit 12: Abnormal Psychology

April: Unit 13: Treatment of Psychological Disorders
Unit 14: Social Psychology

May: Review for AP exam/AP Exam
Individual Projects

June: Individual Projects

Wilson Area School District Planned Course Materials

Course Title: AP Psychology

Textbook:

Psychology for AP, 2nd Edition
Meyers, David G. and Amy C Fineburg
NY: Worth Publishers 2014

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: History, Approaches, and Research Methods

Time frame: 3 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Define psychology and trace its historical development
- Compare and contrast the psychological perspectives
- Identify basic and applied research subfields of psychology
- Identify basic elements of an experiment (variables, groups, sampling, population, etc.)
- Compare and contrast research methods (case, survey, naturalistic observation)
- Explain correlational studies
- Describe the three measures of central tendency and measures of variation
- Discuss the ethics of animal and human research

Core Activities Students will complete/participate in the following:

- Assigned readings Textbook Unit 1
- Note taking
- Small group discussion
 - Groups will be given a behavior to analyze from one of the major perspectives
- Complete AP practice FRQ's on College Board website
- Graph and analyze data to work with the terms
 - Standard deviation, statistical significance, etc.
- Analyze scatter plots for correlational relationships
- Read about famous psychological studies and analyze them based on APA ethical guidelines

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips
- Lecture

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Biological Basis of Behavior

Time frame: 3 Weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe the structure of a neuron and explain neural impulses
- Describe neuron communication and discuss the impact of neurotransmitters
- Classify and explain major divisions of the nervous system
- Describe the functions of the brain structures (thalamus, cerebellum, limbic system, etc.)
- Identify the four lobes of the cerebral cortex and their functions
- Discuss the association areas
- Explain the split-brain studies
- Describe the nature of the endocrine system and its interaction with the nervous system
- Identify the relative influence of genetics on behavior
- Explain the ideas that explain Epigenetics

Core Activities: Students will complete/participate in the following:

- Assigned readings Textbook
- Students will verbally explain the process of neurotransmission.
- How is a neuron like a toilet? Neural transmission analogies
- Match cognitive behavior with the part of the brain
- Name that hormone-verbal quiz game.
- Note taking
- Small group discussion

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Developmental Psychology

Time frame: 3 Weeks

Essential content/objectives: At end of the unit, students will be able to:

- Discuss the course of prenatal development
- Illustrate development changes in physical, social, and cognitive areas
- Discuss the effect of body contact, familiarity, and responsive parenting on attachments
- Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development
- Describe the theories of Piaget, Erikson, and Kohlberg
- Describe the early development of a self-concept
- Distinguish between longitudinal and cross-sectional studies

Core Activities: Students will complete/participate in the following:

- Research and document (as best they can) their own developmental milestones
- Write letters to their past and future selves.
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: States of Consciousness

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe the cyclical nature and possible functions of sleep
- Identify the major sleep disorders
- Discuss the content and possible functions of dreams
- Discuss hypnosis, noting the behavior of hypnotized people and claims regarding its uses
- Discuss the nature of drug dependence
- Chart names and effects of depressants, stimulants, and hallucinogenic drugs
- Compare differences between NREM and REM
- Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Note taking
- Small group discussion
- Monitor their own sleep/dream habits-sleep log
- Dream analysis
- Evaluating primary and secondary source material
- Learn and practice the tenets of Meditation

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Sensation and Perception

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Contrast the processes of sensation and perception
- Distinguish between absolute and difference thresholds
- Label a diagram of the parts of the eye and ear
- Describe the operation of the sensory systems (five senses)
- Explain the Young-Helmholtz and opponent-process theories of color vision
- Explain the place and frequency theories of pitch perception
- Discuss Gestalt psychology's contribution to our understanding of perception
- Discuss research on depth perception and cues

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Stroop test online
- Narrate the story of sensory stimuli from environment to brain.
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Learning

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe the process of classical conditioning (Pavlov's experiments)
- Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination
- Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments
- Identify the different types of reinforcers and describe the schedules of reinforcement
- Discuss the importance of cognitive processes and biological predispositions in conditioning
- Discuss the effects of punishment on behavior
- Describe the process of observational learning (Bandura's experiments)
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Core Activities: Students will complete/participate in the following:

- Assigned readings
- Evaluate word problems to practice CC/Operant conditioning
- Use the tenets of operant conditioning to change a behavior
- Debate the issue of viewing violence and aggression
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Memory

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe memory in terms of information processing and distinguish among sensory memory, short-term memory, and long-term memory
- Distinguish between automatic and effortful processing
- Explain the encoding process (including imagery, organization, etc.)
- Describe the capacity and duration of long-term memory
- Distinguish between implicit and explicit memory
- Describe the importance of retrieval cues
- Discuss the effects of interference and motivated forgetting on retrieval
- Describe the evidence for the constructive nature of memory

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Memory exploratorium website for memory activities
- NYC detective memory test.
- Test long-term memory with sibling or long-time friend
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Thinking and Language

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe the nature of concepts and the role of prototypes in concept formation
- Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems
- Explain how the representativeness and availability of heuristics influence our judgments
- Describe the structure of language (phonemes, morphemes, grammar)
- Identify language developmental stages (babbling, one word, etc.)
- Explain how the nature-nurture debate is illustrated in the theories of language development
- Discuss Whorf's linguistic relativity hypothesis
- Describe the research on animal cognition and communication

Core Activities: Students will complete/participate in the following:

- Assigned readings-the first psychological experiment
- Generate examples of concepts and prototypes
- Generate examples of how language shapes thought
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Motivation and Emotion

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Define motivation and identify motivational theories
- Describe the physiological determinants of hunger
- Discuss psychological and cultural influences on hunger
- Define achievement motivation, including intrinsic and extrinsic motivation
- Identify the three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)
- Describe the physiological changes that occur during emotional arousal
- Discuss the catharsis hypothesis
- Describe the biological response to stress

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Trace the neural/hormonal messages on hunger
- Test on Locus of Control
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Testing and Individual Difference

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Trace the origins of intelligence testing
- Describe the nature of intelligence
- Identify the factors associated with creativity
- Distinguish between aptitude and achievement tests
- Describe test standardization
- Distinguish between the reliability and validity of intelligence tests
- Describe the two extremes of the normal distribution of intelligence
- Discuss evidence for both genetic and environmental influences on intelligence
- Discuss whether intelligence tests are culturally biased

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Evaluation of IQ tests. How valid are they?
- Creativity test-how is creativity related to intelligence
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Personality

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe personality structure in terms of the interactions of the id, ego, and superego
- Explain how defense mechanisms protect the individual from anxiety
- Describe the contributions of the neo-Freudians
- Explain how personality inventories are used to assess traits
- Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers's emphasis on people's potential for growth
- Describe the impact of individualism and collectivism on self-identity
- Describe the social-cognitive perspective on personality
- Discuss the consequences of personal control, learned helplessness, and optimism

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Evaluate different personality theories by taking assessments and reporting
- Research defense mechanisms, identify which is at play in scenarios
- Research differences between individualistic and collectivist societies and their impact on self-identity.
- Locus of Control packet
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Abnormal Psychology

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Identify the criteria for judging whether behavior is psychologically disordered
- Describe the medical model of psychological disorders
- Describe the aims of the most recent Diagnostic and Statistical Manual (DSM), and discuss the potential dangers of diagnostic labels
- Describe the symptoms of generalized anxiety disorder, phobias, obsessive compulsive disorder, and posttraumatic stress disorder
- Describe and explain the development of somatoform and mood disorders
- Describe the various symptoms and types of schizophrenia
- Describe the nature of organic and personality disorders
- Describe the characteristics and possible causes of dissociative disorders

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Research a psychological disorder/DSM
- You are the psychologist! Students will evaluate symptoms to identify which disorder is described
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Treatment of Psychological disorders

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Discuss the aims and methods of psychoanalysis
- Identify the basic characteristics of the humanistic therapies
- Identify the basic assumptions of behavior therapy
- Describe the assumptions and goals of the cognitive therapies
- Discuss the benefits of group therapy and family therapy
- Discuss the findings regarding the effectiveness of the psychotherapies
- Discuss the role of values and cultural differences in the therapeutic process
- Identify the common forms of drug therapy and the use of electroconvulsive therapy

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Watch videotaped therapy sessions to identify various types of therapy
- Assigned various types of therapy to research.
- Note taking
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment

Curriculum Scope & Sequence

Planned Course: AP Psychology

Unit: Social Psychology

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to:

- Describe the importance of attribution in social behavior
- Explain the effect of role-playing on attitudes in terms of cognitive dissonance theory
- Discuss the results of Asch's experiment on conformity
- Describe Milgram's controversial experiments on obedience
- Discuss how group interaction can facilitate group polarization and groupthink
- Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination
- Discuss the issues related to aggression and attraction
- Explain altruistic behavior in terms of social exchange theory and social norms

Core Activities: Students will complete/participate in the following:

- Assigned readings
- Note taking
- Create thought record of misattributions
- Discuss Milgram's experiment in the context of the holocaust.
- Discussion on the social, emotional and cognitive factors in relation to prejudice and discrimination in today's society
- Examine the Bay of Pigs disaster-groupthink
- IAT Implicit attitudes test
- Small group discussion
- Evaluating primary and secondary source material

Instructional Methods:

- Independent study
- Graphic organizers
- Video clips

Assessments:

- Quizzes
- Tests
- FRQ's Free Response Questions
- Self/peer assessment